DOCUMENT RESUME

ED 274 665 SP 028 181

AUTHOR Marso, Ronald N.; Pigge, Fred L.
TITLE Influences of Student Teaching and Student Characteristics on Anxieties, Concerns, and Attitudes about Teaching.
PUB DATE Oct 86
NOTE 15p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 16-18, 1986).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Attitude Change; Higher Education; Preservice Teacher Education; *Self Concept; *Student Characteristics; *Student Teacher Attitudes; Teacher Effectiveness; *Teaching Experience

ABSTRACT

This study was designed to investigate relationships between student characteristics and changes during student teaching in anxieties, attitudes, and concerns about teaching. The subjects were three groups of students: 151 beginning student teaching, 162 completing student teaching, and a subset of 81 for whom both pre- and post-student teaching measurements were available. Less anxiety about teaching and less concern about survival was reported following student teaching. Attitude towards teaching remained positive for the total sample; however, males and secondary majors reported a less positive attitude and more anxiety about teaching following student teaching. Less anxiety and concern was reported about: (1) being observed while teaching; (2) feeling adequate as a teacher; (3) being accepted and respected by other professionals; (4) the ability to perform before a class; and (5) coping with parent-teacher conferences. The student characteristics of teaching field, gender, assurance of decision to teach, perceived effectiveness as a future teacher, anticipated grade level of teaching, and when the prospective teacher decided to become a teacher were found to be related to one or more of the measures. (Author/JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED274665

Influences of Student Teaching and Student Characteristics on Anxieties, Concerns, and Attitudes About Teaching

Ronald N. Marso
Fred L. Pigge
College of Education
Bowling Green State University

A Paper Presented at the
Midwestern Educational Research Association
Annual Meeting
October 16-18, 1986
Chicago, Illinois

Abstract

This study was designed to investigate relationships between student characteristics and changes during student teaching in anxieties, attitudes, and concerns about teaching. The subjects were comprised of three groups of students: 151 beginning student teaching, 162 completing student teaching, and a subset of 81 for whom both pre-and post-student teaching measurements were available. Less anxiety about teaching and less concern about self survival was reported following student teaching. Attitude towards teaching remained positive for the total sample; however, males and secondary majors reported a less positive attitude and more anxiety about teaching following student teaching. Less anxiety and concern was reported about: being observed while teaching, feeling adequate as a teacher, being accepted and respected by other professionals, the ability to perform before a class, and coping with parent-teacher conferences. The student characteristics of teaching field, gender, assurance of decision to teach, perceived effectiveness as a future teacher, anticipated grade level of teaching, and when the prospective teacher decided to become a teacher were found to be related to one or more of the measures.

SP 028 181

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. N. Marso

F. L. Pigge

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Influences of Student Teaching and Student Characteristics on Anxieties, Concerns, and Attitudes About Teaching

Student teaching is typically considered to be the culminating experience in teacher training. Further, prospective teachers consistently perceive student teaching to be their most practical and useful orientation to the real world of teaching (Berliner, 1985). Relatedly, inservice teachers feel that they have learned to teach by teaching (Lortie, 1975). Yet questions persist as to the real impact of the student teaching experience as well as preservice field experiences in general. These experiences have been viewed variously as over rated as the unquestioned solution to all current problems in education (Berlinger, 1985), as insignificant in the overall socialization of teachers as compared to the thousands of hours spent as pupils in close contact with teachers (Lortie, 1975), or as coercive in that student teachers passively conform to the conservative behavior norms of the school bureaucracy (Hoy & Rees, 1977) and in that attitudes towards teaching and teaching behaviors are less desirable after student teaching (Peck & Tucker, 1973).

The research literature now available on the impact of student teaching has been described as ambiguous, contradictory, and falling within four areas of generalizations (Zeichner, 1980): a) Student teachers report being strongly influenced by their cooperative teachers and tend to conform to the behaviors and attitudes of the cooperative teacher. b) Student teachers move from a child-centered, humanistic to a more custodial and utilitarian approach to classroom management. c) Student teachers move from the liberalized influence of higher education to the bureaucratic norms and traditional values of the public school organization (although, Zeichner and Tabachnich [1981] argue persuasively that teachers colleges only portray a verbalized veneer of liberalization while perpetuating the conservative norms and values of the public schools). And, d) the classroom and school ecological environment influences the student teacher (Inner-city placements have a more negative effect and student teacher centers have a more favorable effect upon the attitudes of student teachers [Hersch, Hull, & Leighton, 1982].). Concommitantly, this same research literature (Zeichner, 1980) indicates that the impact of student teaching varies for the individual, that the student teaching experience is neither totally positive or coercive, that some teachers resist the dominant beliefs and practices of the field, and that the particular nature of the school placement has an influence on the student teacher.

These conflicting results of the research on student teaching clearly suggest that we need to more carefully examine what happens in different types of school placements for different types of students (Tabachnich & Zeichner, 1984). For example, Byler and Byler (1984) found that positive change in morale during student teaching was related to the amount of early field experience, the student teachers' role expectation in the school setting, the degree to which the

cooperating teacher accepted the student teacher as a fellow professional, and the cooperating teacher's own morale.

Weinstock and Peccolo (1970) noted the difference in initial orientation of elementary (child-centered) and secondary (subject oriented) majors and found positive changes for elementary and negative changes for secondary majors on the Minnesota Teacher Attitude Inventory during student teaching. On the basis of this data they suggested a need for changes in the training of secondary teachers. Mahan and Lacefield (1978) reported that attitude change during student teaching varied considerably among individual students and was largely a function of the initial disparity between the cooperating teacher and the student teacher. Namely, a disparity precipitated attitude change on the part of the student teacher whereas initial compatibility did not. For example, they found that the student teacher became more liberal rather than more traditional in orientation if the cooperating teacher was more liberal than the student teacher initially. Similarly, Zeichner and Grant (1981) reported that approximately one-half of their sample of cooperating elementary teachers were initially less custodial in orientation than were their sample of student teachers and that an overall student teacher sample change toward a more custodial orientation did not occur.

Karmor and Jacks (1977) found that, as was expected, student teachers reported cooperative teachers as having by far the most socially significant influence on them during their student teaching experience. These student teachers, however, described the cooperative teacher influence as being primarily in the personal support and role development area; whereas the influence of college instructors was considered to be of greater significance in the area of professional skills.

In terms of developmental changes in the prospective teacher, Fuller (Fuller & Brown, 1975) has conceptualized preservice teachers as passing through stages of concerns about becoming a teacher. Concerns are viewed as perceived problems or worries about teaching and are measured by the Teacher Concerns Questionnaire which consists of three subscales, self, task, and impact. According to this model an effective teacher preservice program addresses student concerns about teaching; consequently student concerns should decrease during training. From similar developmental perspectives Parsons (1973) developed the Teaching Anxiety Scale with the implicit assumption that teaching anxiety will decrease as knowledge and skills develop during training, and Merwin and DiVesta (1959) developed the Attitude Towards Teaching As A Career Scale with the assumption that teachers in training will show an increasingly more positive attitude toward teaching as their knowledge and skills develop.

Purpose

The purpose of this study was to further examine student characteristics which might be associated with anticipated developmental changes in attitudes, anxieties, and concerns about teaching occurring during the student teaching experience. Three general null hypotheses were formulated and tested relative to data collected from prospective teachers just prior to and immediately following their student teaching experience: 1) none of the prospective teachers' attitudes, anxieties, and concerns about teaching will change during the student teaching experience, 2) none of the student characteristics of gender, teaching field, when the prospective teacher decided to become a teacher, anticipated teaching grade level, assurance of their decision to teach, and their expected effectiveness as a future teacher will be related to their measurements of attitude, anxiety, and concerns about teaching, and 3) for none of the analyses will there be an interaction effect.

Method

The subjects for this study consisted of three groups of prospective teachers in training at Bowling Green State University during the spring semester of 1985: one group just prior to student teaching (N=151), a second group at the end of the student teaching experience (N=162), and a subsample of these two groups for whom both pre- and post-student teaching measurements were available (N=81). All subjects were administered the Teacher Concerns Questionnaire, the Attitude Toward Teaching As A Career Scale, the Teaching Anxiety Scale, and a questionnaire requesting various types of demographic information such as selected teaching field (elementary, secondary, special education, or specialized areas), gender, anticipated grade level of teaching (elementary, secondary, or college), when the prospective teacher decided to become a teacher (elementary grades, high school, or after high school graduation), a rating of their assurance in deciding to become a teacher, and a rating of their perceived effectiveness as a future teacher.

It was assumed that the pre- and post-student teacher groups were essentially random selections from a single population of prospective teachers with the only difference between the two groups being the completion of the student teaching experience. Teacher candidates at this institution can be described as predominantly female (75%); interested in elementary education (36%), secondary education (27%), and special education (19%); vast majority from small to medium-size high schools; from rural and suburban communities (80%); from families with at least one near relative a teacher (55%); from families with well over one-half of neither their mothers nor their fathers having a four-year college degree; and from somewhat larger families (over 60% having two or more siblings).

The form of the Teacher Concerns Questionnaire used consisted of 15 items in three subscales (George, 1978). Each subscale was composed of five items answered on a continuum from 1 (not concerned) to 5 (extremely concerned) and identified as self-concerns (survival as a student and teacher), task concerns (ability to perform as a teacher), and impact concerns (growth of pupils). The Teaching Anxiety Scale is a situation specific test validated against other anxiety indices and observations of teachers (Parsons, 1973). It is a 29-item scale where each item is answered on a continuum from 1 (never) to 5 (always) with the lowest possible score of 29 representing little anxiety about teaching and the highest possible score of 145 representing extreme anxiety about teaching. The Attitudes Towards Teaching As A Career Scale is also a situation specific test and is composed of 11 items (Merwin & DiVesta, 1959). Each item is answered on a 6 (strongly agree) to a 1 (strongly disagree) continuum with a score of 11 representing the least positive and 66 the most positive attitude. The assurance of their decision to teach and perceived effectiveness as a future teacher measures each consisted of a single scale item. The first of these measures consisted of a five-point continuum response (from 1 [very doubtful] to 5 [very certain] about actually teaching); the second measure consisted of a seven-point continuum response (from 1 [not effective at all] to 7 [truly exceptional] in fulfilling the functions of a future teacher).

Two-way ANOVAs were used to determine whether significant changes occurred between the pre- and post-student teaching measurements. The anxiety, concern, and attitude measures were each used as dependent variables while each of the student characteristics (gender, level of teaching, teaching field, time of decision to become a teacher, assurance, and effectiveness) was used as one of the independent (classification) variables in these analyses. The second independent variable for each two-way ANOVA was the two points in time when testing took place (prior to and following student teaching).

Additionally, a series of dependent means t tests were conducted for the ($N = 81$) pre-post same-group student teaching sample on the anxiety, attitude, and concerns measures. The responses of this pre-post student teaching sample on each of the individual scale items for each measure were also examined. These tests were done to provide validation for and descriptive indices of student change during the student teaching period that became evident from comparing the larger unmatched pre- and post-student teaching samples.

Results

The two-way ANOVA analyses on the pre- and post-student teaching measures for the total sample revealed significant decreases in anxiety about teaching ($F = 19.12$, $p = .000$) and in concerns on the self scale ($F = 10.65$, $p = .000$), but no significant change in attitude towards teaching was evident. Thus, null hypothesis number

one was accepted for the attitude measure but not for the concerns and anxiety measure. (These were the only significant column F's for the six measures related to the three dependent variables.)

Relative to null hypothesis number two (row main effects), the two-way ANOVAs resulted in significant mean differences for the teaching field, planned teaching level, effectiveness as future teacher, assurance of the decision to teach, gender, and when the decision to teach was made classifications on one or more of the three dependent variable measures. Thus, null hypotheses number two was rejected. The results of the significant row and column ANOVA main effects tests for the two stated hypotheses are presented on Table 1.

- - - - - - - - - - - - - - - - - - -
Place Table 1 About Here
- - - - - - - - - - - - - - - - - - -

As data in Table 1 indicate, the teaching field and perceived effectiveness as a future teacher classifications resulted in significant differences on all six dependent variable measures (attitude, anxiety, and the four concerns scales: total, self, task, and impact), and the time of decision to teach classification resulted in significant differences on all but the task concerns scale. The teaching level and the gender classifications both resulted in significant mean differences on the attitude, total concerns, and self-concerns scales. Each of these two classifications also revealed a difference on one other scale (task and impact, respectively). And lastly, the assurance of the decision to teach classification revealed significant differences on three dependent variables (attitude, anxiety, and the impact section of the concerns scale).

In relation to the third hypothesis, the analyses revealed three significant time by classification interactions; the basic data for these analyses is reported in Table 2. A gender by time interaction was revealed on both the anxiety and attitude measures. The first interaction indicates that male prospective teachers reported more anxiety about teaching following student teaching than they did prior to student teaching, whereas female prospective teachers reported less anxiety following student teaching than they did prior to student teaching. The second gender interaction indicates that the male prospective teachers reported a less positive attitude following student teaching than they did prior to student teaching; whereas the female prospective teachers maintained about the same attitude towards teaching. The third significant interaction involved teaching field by time on the attitude dependent variable measure. This interaction reveals a less positive attitude for secondary teaching field majors following student teaching as compared to their scores prior to student teaching; whereas elementary, special education, and special areas (art, music, etc.) field majors either reported comparable or more positive attitudes following their student teaching periods. It should be noted in examining these interactions that the gender and

teaching field classifications may be somewhat confounded as the secondary teaching field was predominantly composed of male students. Further, the low prior to student teaching attitude mean score for the special education field majors (46.4) may well be an artifact of an unrepresentative sample (cell N = 20) as a prior investigation of a larger sample of BGSU prospective teachers had revealed comparable attitude towards teaching scores for elementary and special education teaching field majors (Pigge & Marso, 1986).

- - - - - - - - - - - - - - - - - - -

Place Table 2 About Here

- - - - - - - - - - - - - - - - - - -

A further examination of the interaction cell means on Table 2 and the main effect group means on Table 1 offers some additional interpretations. It appears that the entire general sample of prospective teachers maintained a positive attitude towards teaching through the student teaching experience; however, the impact of student teaching on attitude towards teaching was not consistent across all individuals. Students classified as male and secondary teachers reported somewhat lower initial attitudes than others and a relatively even less positive attitude towards teaching following the student teaching experience. It is also evident that those prospective teachers deciding in their early years to become a teacher, those perceiving themselves as more sure of their decision to teach, and those perceiving themselves to be more effective as future teachers report a more positive attitude towards teaching than do those deciding later, those less sure of their decision to become a teacher, and those perceiving themselves to be less effective as future teachers.

It would seem that specialized area majors, those perceiving themselves as be less effective future teachers, those less certain of their decision to teach, and those not deciding to teach until after their high school years are more anxious about teaching; whereas special education majors, those perceiving themselves as being exceptionally effective as future teachers, those very certain about their decision to teach, and those deciding to teach in their elementary school years are less anxious about teaching. Further, it appears males enter student teaching with somewhat less anxiety about teaching as compared to female prospective teachers, but males reported a somewhat increased anxiety following student teaching while females report a much reduced anxiety about teaching following the student teaching experience.

And lastly, it would appear that secondary field majors, those planning to teach at the secondary or college level, those perceiving themselves as being exceptionally effective as a future teacher, and male prospective teachers are less concerned about teaching as compared to their relative counterparts. On-the-other-hand, those exceptionally effective, those very certain about their decision to

teach, those making a decision to teach in the elementary school years are more concerned about their future impact upon their pupils than are their relative counterparts. Further, as a total sample these prospective students reported to be most concerned about their impact upon students, followed by self survival, and to be least concerned about teaching task concerns.

The series of dependent t tests completed on the individual scale items for which both pre-and-post student teaching responses were available for each subject (N = 81) revealed no significant differences for any of the attitude scale items, significant differences for six of the 15 concerns scale items (all in a positive direction), and significant differences on 13 of the 29 anxiety scale items (also all in a positive direction). These items are reported on Table 3 and generally indicate increased confidence about performing before a class, about having their teaching performance evaluated, about meeting student needs, about handling various instructional tasks, and in increased acceptance of themselves as a teacher as well as a perceived increase in their acceptance by peer educators. As would be expected, the t tests on the total anxiety, attitude, and concerns scale scores on this pre-post student teaching sample revealed conclusions identical to those of the ANOVA F test main effects when time of testing was used as the independent variable.

Summary and Discussion

The data obtained from the pre- and post-student teaching measures resulted in the rejection of the three stated null hypotheses. Following student teaching the prospective teachers reported less anxiety about teaching and less concern about self survival; thus the rejection of the first hypothesis as it was stated. The results were somewhat inconsistent related to this first hypothesis, however, as the attitude towards teaching mean scores and the total, task, and impact concerns scale mean scores did not change for the overall sample of prospective teachers.

In relation to the second hypothesis, it was found that the student characteristics of gender, teaching field, when the decision was made to become a teacher, anticipated teaching grade level, assurance about the decision to teach, and perceived effectiveness as a future teacher were each related to two or more of the six dependent measures; this led to the rejection of null hypothesis number two. These findings generally suggest that changes do occur during the student teaching experience and that these changes in turn are influenced by a variety of student characteristics or classifications. More specifically, the several significant differences found to be associated with the various student characteristics clearly indicate the need to thoroughly examine within group differences if one wishes to adequately assess the impact of the student teaching experience on prospective teachers.

Three significant interactions led to the rejection of the third hypothesis. It was found that teaching field interacted with pre-post attitude measures (primarily caused by the secondary majors having less positive attitudes after student teaching than before) and that gender interacted with pre-post anxiety measures and with pre-post attitude measures.

Some findings of this study which would appear to have implications for those attempting to understand, select, or train prospective teachers are: a) Student teaching seems likely to have an impact upon the attitudes, anxiety, and concerns upon the individual which is somewhat contrary to the conclusions of Lortie (1975) who concluded that the primary socialization of teachers precedes training, and secondly that this impact upon the student teachers is likely to vary greatly among individuals as suggested by Zeichner (1980) and Tobachnich and Zeichner (1984). b) Initial differences were found between elementary and secondary majors rather consistently across the three criterion measures, and several of these differences became even more pronounced following the student teaching experience which suggests that prudent teacher trainers might provide different experiences for these two groups as suggested by Weinstock and Peccolo (1970). Similar distinctions may also be necessary for student gender and specialized area majors as well. This latter group in the present study reported both high self-survival concerns and high anxieties about teaching upon entering student teaching. c) The pattern of change on the individual concerns and anxiety scale items was consistently in the positive direction. This suggests both that some experiences apparently were progressing well in student teaching and that these changes were consistent with the basic developmental hypotheses underlying these two scales (Fuller & Brown, 1975; Parsons, 1973). d) The reported significant decrease in self-survival type concerns following student teaching accompanied by some increase in task concern (nonsignificant in this sample) appear to be consistent with the Fuller model (Fuller & Brown, 1975). The high and stable impact concern also appears to be consistent with the Fuller model as it is hypothesized that these concerns are felt strongly but not acted upon during the preservice experience. e) It appears that prospective teachers who decide early to become a teacher, who are very certain about their decision to teach, and who are very confident that they will be very effective future teachers possess the desirable traits of low anxiety about teaching, of a high positive attitude towards teaching, and of low total, self, and task concerns but a concomitant high concern about their impact on their future pupils.

References

Berliner, D. C. (1985). Laboratory settings and the study of education. Journal of Teacher Education, 36(6), 2-8.

Byler, B. L., & Byler, L. F. (1984). Analysis of student teacher morale before and after student teaching. Journal of the American Association of Teacher Education in Agriculture, 25, 22-28.

Fuller, F. F., & Brown, O. H. (1975). Becoming a teacher. In K. Ryan (Ed.), Teacher Education (Seventy-fourth Yearbook of the National Society for the Study of Education). Chicago: University of Chicago Press.

George, A. A. (1978). Measuring self, task, and impact concerns: A manual for use of the teacher concerns questionnaire. The Research and Development Center for Teacher Education, The University of Texas at Austin, 92 pp.

Hersh, R. H., Hull, R., & Leighton, M. S. (1982). Student teaching. In H. E. Mitzel, J. H. Best, and W. Robinowitz (Eds.), Encyclopedia of Educational Research (Vols. 1-4, 1812-1822). New York: The Free Press.

Hoy, W. K., & Rees, R. (1977). The bureaucratic socialization of student teachers. Journal of Teacher Education, 27, 23-26.

Karmos, A. H., & Jacks, C. M. (1977). The role of significant others during the student teaching experience. Journal of Teacher Education, 28, 51-55.

Lortie, D. C. (1975). School teacher: A sociological study. Chicago: The University of Chicago Press.

Mahan, J. M., & Lacefield, W. (1978). Educational attitude changes during year-long student teaching. Journal of Experimental Education, 46, 4-15.

Merwin, J. C., & DiVesta, F. J. (1959). The study of need theory and career choice. Journal of Counseling Psychology, 6, 302-308.

Parsons, J. J. (1973). Assessment of anxiety about teaching using the Teaching Anxiety Scale: Manual and research report. The Research and Development Center for Teacher Education, The University of Texas at Austin, 55 pp.

Peck, R. F., & Tucker, J. A. (1973). Research on teacher education. In R. M. W. Travers (Ed.), Second Handbook of Research on Teaching (pp. 940-978). Chicago, IL: Rand-McNally.

Pigge, F. L., & Marso, R. N. (1986, April). Relationships between student characteristics and changes in attitudes, concerns, anxieties, and confidence about teaching during teacher preparation. Paper presented at the AERA Annual Meeting, San Francisco.

Tabachnich, R., & Zeichner, K. (1984). The impact of the student teaching experience on the development of teacher perspectives. Journal of Teacher Education, 35(6), 22-36.

Weinstock, H. R., & Peccolo, C. M. (1970). Do students' ideas and attitudes survive practice teaching? The Elementary School Journal, 70, 210-218.

Zeichner, K. M. (1980). Myths and realities: Field-based experiences in preservice teacher education. Journal of Teacher Education, 31, 45-55.

Zeichner, K. M., & Grant, C. A. (1981). Biography and social structure in the socialization of student teachers: A re-examination of the pupil control ideologies of student teachers. Journal of Education for Teaching, 7, 298-314.

Zeichner, K. M., & Tabachnich, B. R. (1981). Are the effects of university teacher education 'washed out' by school experience? Journal of Teacher Education, 32, 7-11.

3/3

Table 1

Significant* Two-Way ANOVAs Main Effect F's for Six Criterion Measures

Two Points in Time

Measure	Pre-Student Teach N	Pre-Student Teach M	Post-Student Teach N	Post-Student Teach M	F	p
Anxiety	149	70.3	161	63.5	19.12	.000
Self	148	17.8	156	16.3	10.65	.001

General Teaching Field

Measure	Elementary N	Elementary M	Secondary N	Secondary M	Spec. Educ. N	Spec. Educ. M	Spec. Areas N	Spec. Areas M	F	p
Attitude	78	53.5	78	48.2	68	49.9	79	50.1	6.93	.000
Anxiety	83	65.0	78	68.0	70	63.1	80	70.7	2.36	.072
Total Concerns	78	50.0	78	45.0	68	50.7	79	51.2	5.31	.001
Task	78	13.8	78	12.4	68	14.7	74	13.8	4.57	.004
Self	78	17.6	78	15.4	68	16.7	79	18.3	5.20	.002
Impact	78	18.6	78	17.2	68	19.3	79	19.2	3.24	.023

Planned Teaching Level

Measure	Elementary N	Elementary M	Secondary N	Secondary M	College N	College M	F	p
Attitude	122	52.7	134	49.0	48	48.7	9.38	.000
Total Concerns	122	51.0	134	48.1	48	47.7	3.51	.031
Task	122	14.3	134	13.2	48	13.1	3.32	.038
Self	122	17.6	134	16.6	48	16.5	3.04	.050

Perceived Effectiveness As Future Teacher

Measure	Good N	Good M	Unusually N	Unusually M	Outstanding N	Outstanding M	Exceptional N	Exceptional M	F	p
Attitude	52	44.7	123	50.1	105	52.7	24	53.9	16.92	.000
Anxiety	54	78.9	126	68.6	108	62.8	24	49.0	44.06	.000
Total Concerns	52	50.6	123	47.3	105	51.8	24	44.1	5.17	.002
Task	52	14.6	123	13.4	105	14.1	24	10.9	6.39	.000
Self	52	18.0	123	16.3	105	17.7	24	14.8	4.38	.005
Impact	52	17.9	123	17.7	105	20.0	24	18.4	5.34	.001

Assurance of Decision to Teach

Measure	Very Certain N	Very Certain M	Almost Certain N	Almost Certain M	50/50 N	50/50 M	F	p
Attitude	193	53.2	72	49.1	40	39.5	83.61	.000
Anxiety	196	66.7	75	73.0	42	74.9	23.48	.000
Impact	193	19.0	72	17.9	40	17.6	3.13	.045

Gender

Measure	Male N	Male M	Female N	Female M	F	p
Attitude	54	46.8	248	51.2	15.63	.000
Total Concerns	54	47.1	248	49.7	2.85	.092
Self	54	16.2	248	17.2	3.00	.084
Impact	54	17.6	248	18.8	3.12	.078

Time of Decision to Teach

Measure	Elementary N	Elementary M	High School N	High School M	After High School N	After High School M	F	p
Attitude	80	53.3	137	50.1	88	48.3	9.47	.000
Anxiety	84	62.9	140	66.0	89	71.8	7.51	.001
Total Concerns	80	51.7	137	48.5	88	48.0	3.25	.040
Self	80	18.0	137	16.4	88	16.9	5.02	.034
Impact	80	19.9	137	18.5	88	17.5	6.35	.002

*$p < .10$

BEST COPY AVAILABLE

Table 2

Two-Way ANOVAs with Significant Interactions

Gender X Time: Dependent Variable Anxiety

	F	P		Pre-Stud. Teach	Post Stud. Teach
Gender	1.07	.303	Male	67.6	71.5
Time	19.12	.000		(32)	(22)
Interaction	9.90	.002	Female	71.0	62.19
				(117)	(139)

Gender X Time: Dependent Variable Attitude

	F	P		Pre-Stud. Teach	Post Stud. Teach
Gender	15.63	.000	Male	49.7	42.6
Time	.001	.974		(32)	(22)
Interaction	14.82	.000	Female	50.4	51.9
				(114)	(134)

Teaching Field X Time: Dependent Variable Attitude

	F	P		Pre-Stud. Teach	Post Stud. Teach
Field	6.93	.000	Elementary	53.1	53.7
Time	.026	.872		(33)	(45)
Field X Time	5.29	.001	Secondary	50.6	45.8
				(39)	(39)
			Spec. Educ.	46.4	51.4
				(20)	(48)
			Spec. Areas	49.7	51.1
				(55)	(24)

BEST COPY AVAILABLE

Table 3

Significant Positive Item Changes: Matched Scores Sample

	Item	Pretest Mean	Posttest* Mean	p Value**
	Concerns Scale Items			
1.	Lack of instructional materials	3.18	2.81	.014
2.	Doing well when a superior is present	3.46	2.96	.000
3.	Meeting the needs of different kinds of students	2.90	2.41	.034
4.	Feeling more adequate as a teacher	3.41	3.05	.007
5.	Being accepted and respected by professional persons	3.52	3.05	.000
6.	Getting a favorable evaluation of my teaching	3.51	3.19	.011
	Anxiety Scale Item			
1.	I feel calm and collected when I think about holding parent-teacher conference	3.35	3.67	.001
2.	I feel uncomfortable when I speak before a group	2.64	2.36	.019
3.	I would feel calm if I were preparing lessons	3.96	4.32	.015
4.	I would feel calm and collected if a student's parent observed in my classroom	3.44	3.76	.001
5.	I feel nervous when I am being observed by my college superior	3.05	2.40	.000
6.	I feel confident about my ability to improvise in the class	3.64	4.10	.000
7.	I feel better prepared for teaching than other preservice teachers in my teacher preparation program	3.38	3.58	.052
8.	I would feel anxious if the principal informed me he was coming to my class to observe	2.90	2.41	.000
9.	I would find it easy to admit to the class that I don't know the answer to a question a student asks	3.68	4.05	.010
10.	Deciding how to present information in the classroom would make me feel uncertain	2.54	2.31	.052
11.	I feel I will have good recall of the things I know when I am in front of the class	3.73	4.02	.002
12.	I feel I will be competent in the classroom as other preservice teachers in my preparation program	4.09	4.48	.000

* All changes in the item rating means for this total sample analysis were in the desired direction suggesting either less concern or less anxiety.

** Derived from dependent t test analysis. Items are stated in either negative or positive form on this scale; consequently an increase in mean on the five point rating of items stated in the positive form was considered a desirable change while the converse was considered desirable for the negatively stated items.

3/3

BEST COPY AVAILABLE